

2021 Annual Report

Birchgrove Public School



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Introduction

The Annual Report for 2021 is provided to the community of Birchgrove Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Birchgrove Public School

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Message from the principal

Birchgrove Public School is committed to providing a positive and supportive learning environment in which all students are motivated to aim high and strive to achieve their best in all aspects of school life. A defining element of the culture which characterises our school is the outstanding level of care, respect, tolerance and responsibility displayed by students in their interactions with their peers. Educational programs are planned and implemented with a view to impacting positively on every child's academic, cultural, sporting and social development. All members of staff are also very conscious of the importance of promoting and nurturing the values which will help our students to make positive contributions to Australian society later in life. Everyone in our school community should not only reflect on the 2021 school year with a shared sense of pride and accomplishment, but also look towards 2022 with the understanding that we have a shared responsibility to continue to focus on improving outcomes for students as well as helping them navigate their developing social and emotional growth.

School vision

Our shared values are Excellence, Respect, Resilience, Trust and Care. Birchgrove Public School Community is committed to providing each child every opportunity within a culture of growth, performance and well-being.

We believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners.

School context

Birchgrove Public School is located on the Balmain peninsula and was established in 1885. The community is diverse, vibrant and supportive. The school has a pre-school comprising four part-time classes and we have 14 classes K-6. Our philosophy encompasses a whole school approach to student welfare which is proactive and restorative. Birchgrove Public School is a highly aspirational community that focuses on inclusive programs that cater for all learning needs from High Potential and Gifted (5%) to students requiring disability adjustment (10%) and English as an Additional Language/Dialect Speakers(4%).

Birchgrove Public School offers a large range of extra-curricula activities, including a strong parent co-ordinated music program, coding, drama, art and chess.

Our staff of 34 includes support staff and teaching staff. Our Quality Teacher Program funding has been used to team-teach STEM in recent years. This focus is continuing with an emphasis on mathematics to improve student outcomes and provide opportunities to develop excellence in teaching practice. Our motivated and committed teachers include a specialist music and PE teacher, whose expertise benefits all students P to 6.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices, and developing greater consistency of judgement within and across schools.

School services will be utilised to build understanding on how to do this successfully and the executives will lead much of this work in the school.

Our work with individual students will be responsive and closely monitored.

Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Increase student growth and attainment in numeracy and literacy ensuring the implementation of appropriate curriculum provision for every student is underpinned by evidence informed strategies and embedded evaluative strategies that increase student growth and attainment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student centred learning
- Data informed practices

Resources allocated to this strategic direction

Low level adjustment for disability: \$5,225.00

QTSS release: \$71,480.86

Literacy and numeracy: \$13,018.74

Literacy and numeracy intervention: \$47,089.56

Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve comprehension across all subject areas. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on comprehension teaching strategies drawn from the evidence-base was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across most faculties, in the form of coaching and mentoring, has been provided for staff at their point of need, however further support for HSIE faculty required. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

Next year in this initiative we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.

In numeracy, the key area of number sense and place value featured significantly in our work in Strategic Direction 1 this year. (TEN) Executive support staff analysed student achievement data and a numeracy team was established to design and deliver professional learning. This included quality teaching practices in numeracy and the importance of using data to design class, group and individual learning. Teachers shared resources on what quality teaching in numeracy looks like, collaboratively designed and delivered lessons, observed each other's practice and provided professional feedback. Teachers found this approach to be extremely valuable with every teacher reporting an increase in knowledge and expertise. As a result, this structure will continue as we move forward into next year. Additionally, we will develop an 'induction pack' for new staff so they can familiarise themselves with the way we support students.

Data analysis was incorporated into stage and whole staff meetings and staff from Stage 2 and 3, have acknowledged the value of participating in extensive professional learning on collecting, tracking and monitoring student progress data, particularly in relation to PLAN2 and the learning progressions. Assessment tasks have been refined to better match syllabus outcomes and comparative results from the start of Term 2 to mid-Term 4 indicate considerable improvement in student achievement in the areas of number sense and place value as a result of our work in this area. This has put us on track to achieve our annual progress measures.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Implementation of targeted numeracy support (Quality Teaching Programs) for students and teachers in stages 1 and 3.	Students targeted by the TEN program have demonstrated improved outcomes, quantified by an increase of at least one indicator band based on the TEN assessment profile. This has been documented on the school drive and will be incorporated into refined data collection in 2022.
COVID learning support focus on reading and literacy across all stages by year end 2021.	All stages received Covid support as per the target., term 3 was interrupted. We have recorded student data in PLAN2. Upon reflection, we are implementing a more streamlined way of collecting data in 2022 with stronger links to the stage scope and sequence documents.
COVID learning support focus on reading and literacy across all stages by year end 2021.	PAT data and high frequency word assessment data has been collected to update benchmarking for 2021 year end. This will inform the program for 2022 and this goal will be carried forward.
Implementation of targeted numeracy support (Quality Teaching Programs) for students and teachers in stages 2 and 3.	Measurement and geometry were targeted in response to 2019 NAPLAN data. Students engaged in a range of hands on and technology focussed learning experiences to consolidate learning in this strand. Assessment data from 2021 will inform program direction for 2022.
<p>Stages 1, 2 and 3 will undertake professional learning and embed the use of PLAN2 as a data recording tool. The area of focus will be</p> <ul style="list-style-type: none"> - 'Multiplicative Strategies' sub-element of the Number Sense and Algebra element in the Numeracy Progressions - 'Understanding Texts' sub-element on the Reading and Viewing element in the Literacy Progressions. 	Teacher training and development will continue in 2022 to consolidate an understanding of data informed practice. School development day in Term 1 2022 will focus on data collection and the use of PLAN2 to complement data processes. Further reflection to be undertaken at the end of term 1 2022.
Staff training on learning goals is reviewed and consolidated.	Learning goals are embedded in daily practice. Students are encouraged to focus on Literacy and Numeracy. Most students in years 3-6 are able to articulate their goals and understand criteria for success. Students in K-2 are able to develop and articulate simple goals with support using a standard process for personal reflection (2 stars and a wish). This will continue in 2022.
All teachers to undertake training to develop understanding of formative assessment and the use of success criteria to drive practice to support improvement in student learning outcomes.	Teachers undertook professional learning with the guidance of the Teaching Quality and Impact Directorate to develop and consolidate their understanding of formative assessment and success criteria. This has resulted in increased visibility of success criteria in the daily program and a more consistent approach to conducting assessments to collect valuable data for informing teaching and learning.

Strategic Direction 2: Collaborative and reflective assessment practice

Purpose

All teachers to use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that leads to measurable improvements.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment Continuum
- Formative and Summative practices

Resources allocated to this strategic direction

Summary of progress

Preliminary planning for the implementation of consistent assessment practices across the school. The assessment continuum was created after lengthy professional discussion with teachers and what is current and effective practice. 2022 will engage teachers in the evaluation of the current formative and summative practices and include a number of online assessments that were used this year to assess and report on.

Despite remote learning, data collection was intensified and a range of data sources on student learning were collected. Going forward further professional learning and dialogue on data analysis is necessary in 2022. Data collection and the use of PLAN2 to improve data processes will be the focus for staff on School Development Day 1, 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All teachers review student assessment data and compare results.	Teachers will continue to collect the data according to the continuum and compare and analyse the data collected in 2022. <i>Assess viability of allocating executive time to support the collection, analysis and use of data to inform programs. This will also support professional development for all teachers with hands on learning and support.</i>
Current school assessment processes are evaluated to establish a whole school approach to assessment which includes consistent formative assessment practices, stage/grade summative assessments and syllabus-aligned rubrics.	Staff collaborated to create a whole school approach to assessment which included consistent formative assessment practices. Online learning created a platform of additional assessment that were not taken into consideration when originally formed, this will be discussed further in 2022 with the staff . Syllabus aligned rubrics will be explored in 2022. <i>Collection of work samples has commenced to support consistent teacher judgment in cohorts with limited sample sizes. Online assessments have been trialled in Stages 2 and 3 and we will consider the possibility of further online assessment to streamline the collection and comparison of data.</i>
Teachers undertake professional learning in the use of data to inform practice (What Works Best in practice).	Teachers were limited in their ability to undertake professional learning this year and it will be a focus in 2022. More professional discussion and learning will be undertaken in 2022 to have teachers better informed in improving their practice through data collection <i>and analysis. Hands on executive support will be given to all teachers.</i>

Strategic Direction 3: High Expectations

Purpose

To ensure all students are challenged and engaged in building a culture of high expectations with an appropriate differentiated curriculum.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Support to Meet High Expectations
- Parents Partnership in Creating High Expectations
- Clear and Consistent Expectations for Learning and behaviour Wellbeing

Resources allocated to this strategic direction

QTSS release: \$0.00

Summary of progress

Class teachers and support staff have worked closely with students to help them have and meet high expectations.

Parents partnership in creating high expectations, is being covered through regular attendance monitoring and engagement, regular learning review meeting. *Parents are offered opportunities to collaborate with classroom staff to set learning goals through learning support reviews, parent surveys and scheduled or spontaneous parent teacher meetings.*

Clear and consistent expectations for learning and behaviour/wellbeing have been supported through our Restorative Practices. Clear, consistent expectations are set at all levels across the school. *In 2022 staff in student facing roles will undertake behaviour support professional development to provide strategies to further embed consistent practices across the school.*

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans.	The leadership team has participated in the LEED program to help with this process. We have identified what we do well and what the next steps need to be for ongoing success. The leadership team meets regularly to monitor and reflect on the school plan. <i>The school leadership team has an acute awareness of the value of critical reflection and has built these values into programming checklists to improve visibility and accountability.</i>
All staff understand the aspirations and expectation of students and parents, including student attendance and punctuality.	Through the student goals, we reflect regularly and adjust or set new goals as needed. Parent meetings support this process. Parents and students are encouraged to be prompt and reminded by the principal at the gate when they are late. <i>We work with families to provide support if there are external or household circumstances that impact attendance and engagement.</i>
Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.	Through the student goals, we reflect regularly and adjust or set new goals as needed. Parent meetings support this process. <i>We emphasise the importance of timely feedback to students. Online assessments have resulted in instant feedback for senior students which has had a positive impact on overall outcomes.</i>
Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs .The parents of affected students are advised about adjustments made.	Parent review meetings are held to discuss progress and learning. Teachers reflect with their stage and supervisor on differentiating student need in the classroom. High Potential./gifted groups were identified and supported in maths this year, with students benefiting from having a likeminded group of peers to encourage them to extend their learning.

<p>Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs .The parents of affected students are advised about adjustments made.</p>	<p>Literacy and Numeracy groups were utilised to work more closely with students struggling with concepts. <i>Differentiation has been emphasised on programming checklists to ensure all teachers are accountable for addressing diverse learning needs. Data informed practice initiatives also support differentiation.</i></p>
<p>Students know when and why assessment is undertaken and use it to help inform their learning goals</p>	<p>Giving feedback on assessments happens regularly and helps students understand what they need to do next. This is something needs continued ongoing focus <i>and ongoing critical reflection of our assessment practice will be undertaken in 2022.</i></p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$97,971.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Birchgrove Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] <p>The allocation of this funding has resulted in: Students are meeting their literacy and numeracy goals. Staff are supported developing individualised learning plans and behaviour plans in consultation with parents.</p> <p>After evaluation, the next steps to support our students with this funding will be: Supporting students based on their plans and data.</p>
<p>Socio-economic background</p> <p>\$5,225.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Birchgrove Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs <p>The allocation of this funding has resulted in: Releasing our AP Learning Support and Wellbeing to help students manage their emotions and anxiety.</p> <p>After evaluation, the next steps to support our students with this funding will be: Keep this a regular feature of the well being program, the targeted support really helped students feel listened to and supported. They are able to make good decisions with confidence.</p>
<p>Aboriginal background</p> <p>\$2,875.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Birchgrove Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$2,875.00</p>	<ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Individual plans created for out Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Source an Aboriginals SLSO if possible.</p>
<p>English language proficiency</p> <p>\$26,887.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Birchgrove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Students having their specific needs addressed as well as covering group learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: The next step is additional staffing intensive support for students identified in beginning and emerging phase</p>
<p>Low level adjustment for disability</p> <p>\$103,196.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Birchgrove Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student centred learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Students having differentiated curriculum as needed to help them meet their learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: 2022 continue to support differentiation to support student learning.</p>
<p>Literacy and numeracy</p> <p>\$13,018.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Birchgrove Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student centred learning

<p>Literacy and numeracy</p> <p>\$13,018.74</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: Increased resources to support numeracy and literacy. Literacy and numeracy support available for students needing individualised support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Student confidence increased and students many students met and exceeded their literacy and numeracy goals,</p>
<p>QTSS release</p> <p>\$71,480.86</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Birchgrove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student centred learning • Student Support to Meet High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Team teaching Mathematics resulted in increased skills for staff, shared understanding of data and how to use it to drive student learning. Students progressed towards their learning goals,</p> <p>After evaluation, the next steps to support our students with this funding will be: The team teaching increased all teachers knowledge and understanding around how to target specific learning needs and we will continue this process in 2022, with a focus on writing.</p>
<p>Literacy and numeracy intervention</p> <p>\$95,355.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Birchgrove Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student centred learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in:</p>

<p>Literacy and numeracy intervention</p> <p>\$95,355.56</p>	<p>Increased number of students meeting their learning goals and progressing.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will look at funding an increase of LAST time, to enable support of more students.</p>
<p>COVID ILSP</p> <p>\$19,666.63</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • employing staff to supervise and monitor progress of student groups engaging in online tuition in [program] • providing intensive small group tuition for identified students who were... <p>The allocation of this funding has resulted in: Students have met their learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: We need to look at the data and identify the next group of students and learning needs to target in literacy and numeracy</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	179	180	189	161
Girls	201	191	200	177

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	93.9	95.4	93
1	94.5	95.4	95	94.3
2	95.5	95.8	95.5	94.1
3	95.7	95.9	95	95.5
4	94.4	93.3	95.2	94.2
5	92.7	92.8	94.9	95.2
6	95.2	94.4	94.6	94.6
All Years	94.8	94.5	95.1	94.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.05
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	5.07

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	763,381
Revenue	3,833,880
Appropriation	3,513,215
Sale of Goods and Services	17,901
Grants and contributions	290,522
Investment income	1,243
Other revenue	11,000
Expenses	-3,716,369
Employee related	-3,323,415
Operating expenses	-392,954
Surplus / deficit for the year	117,511
Closing Balance	880,892

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	70,983
Equity Total	132,947
Equity - Aboriginal	2,875
Equity - Socio-economic	5,225
Equity - Language	26,877
Equity - Disability	97,971
Base Total	2,625,433
Base - Per Capita	100,234
Base - Location	0
Base - Other	2,525,200
Other Total	614,980
Grand Total	3,444,343

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver, student, and teacher satisfaction

Curriculum and Programming

Parent and caregiver feedback from 2020 informed our practice for remote learning in 2021. General feedback suggested that parents working from home required more independent learning, particularly for our younger students. In response, teachers created videos to support home learning; enabling younger students to work at their own pace with limited supervision or support. We also implemented "Flexible Fridays". These were largely well received with positive feedback from families in our 2021 surveys.

Due to the length of the remote learning period in 2021 we sought feedback from families throughout the term to ensure our programs remained responsive to the needs of our school community. At the conclusion of remote learning, our parent and student feedback suggested wellbeing as a focus upon our return to school. We implemented strategies including extra play time for student to reconnect.

Parents and carers:

"Thank you for the support you are providing during this time."

"Please keep up the Flexible Fridays "

"Well done to all the wonderful teachers in term three! Many thanks."

"Samantha Murray has done a first-class job during home learning, please take good care of her, BPS needs more like her."

"Thank you for all that has been done this term by everyone! Thanks for making it so simple to understand and participate each day. It has absolutely been a highlight each day."

Staff:

Teachers were surveyed to monitor wellbeing. The vast majority of staff responded positively.

I'm okay, most of the parents and students are great. I feel like there is always something to do but the Stage 1 approach is much smoother this year. Most students can navigate the platforms and understand most of the work. I'm going to schedule some more small group Zooms for students who have identified an area they need help with.

The 5/6 Stingrays students and families have been super supportive and flexible. Them, along with my colleagues, have made this online learning journey a lot easier.

Students:

I would like to say thank you for the best class i have ever been in. You guys are all so welcoming and kind.

O-M-G! We survived over 100 days in being in lockdown. I am SO PROUD OF MYSELF! I've learnt so much. And thank you, Miss Corliss and my fellow classmates for being there for all my QUESTIONS! And other things of course

Thank you so much Miss Corliss for planning this fun and wonderful lesson of maths. I really enjoyed and did the impossible! I cannot believe I had so much fun with maths.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Learning & Support Programs

Birchgrove Public School caters for individual learning styles by providing innovative enrichment programs as well as successful learning and support programs. All students are encouraged and supported to achieve their personal best. The diverse curriculum offered at Birchgrove Public School engages and stimulates students. We aim to create 21st century learners, celebrating and rewarding personal success. At our school we pride ourselves on commitment and professionalism when supporting all students.

The Birchgrove Public School Learning and Support Handbook was updated as were all the referral forms and procedures. Procedures and expectations were refined with staff and students.

Our school aims to identify High Potential and Gifted students to maximise their learning outcomes. This was demonstrated through the targeted Math programs in Stage 1, which continued throughout online learning.

Literacy and Numeracy support was provided to all students throughout the school. There were structured online

programs to support the identified students to support them in their online learning experience.

Wellbeing was provided through the You Can Do It programs and with a strong welfare theme during online learning and again once the students returned to school. Families and individual students were called and mentored during the COVID online learning and for the ones that had to attend school also.

Extra support was provided for all families that needed it and were closely monitored when they returned to school focusing on their social and emotional skills. We provided wellbeing sessions for students to deal with any anxiety they may be dealing with and increased social interaction with peers they had missed out on throughout the year.

Music Program

In 2021 the Birchgrove Public School Music program offered recorder groups, concert band, Kodaly, string groups, and rock band in addition to private instrumental lessons. In our second semester when lessons were required to move online. Our group conductors did an excellent job providing online content for the student which included live zoom lessons, video content, and some video performances.

Sport/ PE

Throughout 2021 students at Birchgrove Public School participated in many sporting opportunities. A diverse and engaging P.E. program was delivered by specialist P.E. teacher Mr Trent that catered for all ages and abilities from pre-school up to year 6. Once a week students took part in stage sport sessions that built upon and solidified the skills investigated & developed during P.E. lessons. Students in stage 3 also had the opportunity to attend P.S.S.A sport and represent the school in competition with other local schools. Additionally, school lunchtime competitions like soccer were run to cater to the interests of students.

Students also had the opportunity to participate in various sporting carnivals throughout the year which were the swimming, athletics and cross-country carnivals. As a result of these carnivals, selected students were then given the chance to represent the school at district level. This year Birchgrove PS also took part in the Jump Rope For Heart fundraiser and managed to raise an impressive amount whilst embracing skipping in the school community and demonstrating an ongoing love for it during lunchtime. Emphasis was always placed on providing safe, fun, and engaging activities that ensured maximum participation from all children, regardless of their ability level.

Preschool

During 2021, the Preschool team had a focus on programs and implemented several strategies to maintain enrolments and family engagement while strengthening processes for programming and family communication. The use of Storypark for programming has resulted in a consistent, evidence-based approach to providing a high-quality early learning program underpinned by the Early Years Learning Framework. Storypark has allowed families to interact with and contribute to the program online, which provided a sense of connection and community during the remote learning period. Enrolments are consistently strong and trending positively. Feedback from families was positive with several families commending the program and their child's experience of preschool in what was a challenging year.

In preparation for Assessment and Rating, we have adopted the Self-Assessment Working Document (SAWD) in place of the Quality Improvement Plan (QIP). We will continue to embed our programming principles and are working to strengthen the transition process for families and children.